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ABSTRACT

The modular administrative structure implemented at Grand Valley State Colleges in 1973 is described as a system in which administrative affairs are divided into functional self-contained units called modules, each of which has a head or acting head who is responsible for the management of the functions contained within the module. A long-range modular evaluation plan is outlined in this report and the preliminary findings of two research studies of the modular administrative structure are presented. The attachments contain: the 1973 president's memorandum implementing the modular administrative structure; a copy of the interview questions asked of students, faculty, and administrators, and data obtained; and detailed results of the questionnaire sent to 35 unit heads. (SPG)

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Review of the Modular Administrative Structure

Introduction

In the spring of 1973, the President of GVSC implemented an innovative college administrative structure (see attachment #1). Two main features distinguish the modular structure from the traditional academic administrative mode. First, administrative affairs are divided into functional, self-contained units called modules. Each module has a head or acting head who is responsible for the management of the functions contained within the module. Second, while many of these modules contain units and functions which have historically been organized together, others are being grouped together for the first time. In effect, the historical division of college activities into divisions such as student affairs, academic affairs, business affairs, and college relations has been eliminated. Under the new plan, a cluster of modules report to a vice president generalist rather than specialist in one of the traditional divisions of academic affairs.

During the spring of 1974, the vice presidents decided that they needed several kinds of information about the new administrative structure. To this end, they proceeded in three ways. First, in preparation for an annual review of modular assignment, they asked unit heads to suggest possible modular shifts between vice presidents. The unit heads were to respond to their respective vice president and/or the President. Second, they devised and approved a long range modular evaluation plan. Third, they sponsored two studies of the modular administrative structure designed to provide preliminary information on its effectiveness and to obtain suggestions for (1) the specifics of long range evaluation and (2) possible means to promote unit head involvement in modular reassignment. This report sets forth the outline of the approved long range modular evaluation plan and presents the preliminary findings of the two research studies.

Tentative Long Range Modular Evaluation Plan

Evaluative Stages

Spring 1974 — 1) Specify objectives the reorganization was to accomplish. Select those to be evaluated this year.

Spring 1974 — 2) Evaluate progress towards selected objectives by
- a. obtaining input from all administrative levels
- b. obtaining input from individual faculty and students
- c. obtaining input from proper campus committees

Spring 1974 — 3) Consider possible incidental accomplishments and limitations

Spring 1974 — 4) Act on input suggestions

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Summer 1974	5)	Prepare summary of evaluative input from all sources
Summer 1974	6)	Write brief outline of process of module shifting
Fall 1974	7)	Set new goals for the year in light of steps one through six
Winter 1975	8)	Review evaluation strategy for spring in light of previous input and new objectives
Spring 1975	9)	Conduct second formal study of the effectiveness of the modular organizational structure
Spring 1975	10)	Prepare evaluative summary
Fall 1975	11)	Begin evaluative cycle for academic year

Semi-structured Interview with Students, Faculty and Administrators

In an attempt to gain more information and feedback about the organization's current effectiveness and to facilitate input into the process of modular reassignment, the Office of Institutional Research in conjunction with an administrative intern conducted interviews with students, faculty, and administrators. Many of the objectives of the administrative reorganization were long range goals such as orientation of all administrators towards academic affairs, the lessening of personal administrative loyalties, and increasing the support for the cluster college concept. As such, they can not be assessed after only one year. However, it was felt that preliminary steps should be taken to evaluate the modular administrative structure and determine the process of reassignment.

The membership of the sample was designed to include 42 persons: two module administrators and two unit heads reporting to each Vice President, and two faculty and two students from each of the academic units (College of Arts and Sciences, Thomas Jefferson College, William James College, College IV, General Academic Program and Educational Studies Institute). The module administrators and unit heads were randomly selected; the faculty and the students were selected on the basis of recommendations from the dean or director of the units. These recommendations were based on whether the individual had a basic knowledge of the reorganization (particularly in the case of students) and not on his/her positive or negative attitude towards the reorganization. Of the 42 persons contacted, interviews were held with 37 during the weeks of April 8th and 15th. For various reasons the remaining five persons (all students) were unable to meet with the interviewer.

The interview was semi-structured allowing a degree of free response from the individual. The questions covered the following topics: the primary accomplishment of the modular organization, the advantages and disadvantages of the modular organization, the possible methods to increase effectiveness and/or efficiency in the administrative structure, and the possible methods of involving modular administrators and unit heads in the modular reassignment process. The questions were selected to determine the perceived effectiveness of the organization and the progress or lack of progress towards attaining the goals of the reorganizations. For five questions, each respondent made their choice from a list of

predetermined responses selected from materials disseminated at the time the reorganization was implemented. For three other questions, there were no predetermined response alternatives which allowed the person to give his/her own response. A copy of the interview questions and the data obtained can be found in attachment #2.

The general impression received from those persons interviewed was a "wait and see" attitude. Many felt that because the reorganization had been in effect for only one year, the college community is just beginning to see many of its effects. The major period of adjustment and orientation is now over, allowing the college community to determine the advantages and disadvantages of the reorganization. This impression is based on comments made by persons and the hesitancy many persons expressed when asked to evaluate the modular concept of organization.

When asked to chose from a given list the two most evident advantages of the reorganization, the sample population chose most frequently "Supportive of the cluster college concept" (27% of the first choice responses) and "Increases the responsibility at the unit or module levels" (22% of the second choice responses). These answers are in agreement with the response given to the question, "Which of the given statements best characterizes the primary accomplishment of the modular administrative structure at GVSC?" The persons interviewed chose the following responses: "It places more responsibility on middle management" (24%), "It compliments the uniqueness of our cluster college" (22%), and "It promotes flexibility" (22%). The major interpretation of this data is that the modular reorganization is perceived by the members of the college community as attaining at least some of the goals intended at its inception.

Of the specified advantages, the two least apparent to the persons interview were that the reorganization deemphasized the bureaucracy of the college or that it decreased administrative personal loyalties (see attachment #2, question II). Of the specified disadvantages of the modular administrative structure, the most evident were the creation of "orientation periods" for reassigned administrators requiring additional time and effort (16% first choice response) and secondly, the creation of artificial divisions among related units (19% second choice response--note also the second most popular first choice response was the creation of artificial divisions among related units with 16%). The least evident disadvantages were the creation of conflicts between or among module administrators and the encouragement of a centralization of power--the discouragement of democracy (each represented 16% of the first choice responses) and the creation of unit head insecurity since the possibility of reassignment always exists (27% of the second choice responses). (Refer to attachment #2, question III)

In response to the question pertaining to means of increasing the effectiveness and/or the efficiency of the administrative structure, a reoccurring need was seen for increased communication and coordination. Specifically, 35% of those interviewed felt that steps should be taken to improve the communication and coordination, both vertically and horizontally between and among the modules. The other responses most often given were: to provide a clear explanation of the modular organization including the functions and responsibilities of each module and unit (16%) and to encourage more personal contact and involvement between the units and modules (particularly the colleges) and the vice president to whom they report (16%). By improving the latter two areas, one would assume that the former mentioned area of concern (communication) would diminish. Other responses to this question may be found in attachment #2, question IV.

As well as obtaining information regarding the organizational structure, the interview dealt with the process of modular reassignment. Approximately 46% of the sample population favored annual review of the organization for possible reassignment. Biannual and triannual review were the second most popular responses. The actual review process would involve input from all persons in the college community, however, the recommendation for a change according to 37% of the sample should be based on the suggestions obtained in a meeting of all modular administrators and unit heads with the vice presidents. The vice presidents would then submit this input and recommendations to the president for his consideration. The recommended length of time such a review should require was divided between four weeks (37%) and three to twelve months (22%). (Refer to attachment #2, question V.)

The participants were also asked what module reassignment they would suggest. Twenty-seven percent of those interviewed gave no response to this question, while twenty-two percent recommended that no change occur. This would again illustrate the hesitancy many persons had toward a premature evaluation of the modular organization and the module assignments. Such reassignment involves people who must adapt and become adjusted to a change in administrative responsibilities. However, of the responses to this question regarding reassignment, the most often mentioned change involved the Student Services module, Admissions, and the Student Records unit. Although many persons mentioned that such a change would in essence revert to the traditional organizational grouping, they felt that in particular Financial Aids, Student Records, and Admissions should be under the responsibility of one vice president if not contained within the same module. The second response most often mentioned by the sample population involved the reassignment of the colleges so that each vice president is responsible for an academic module.

The participants were also asked what module they felt was working most effectively and secondly, which module was working least effectively. The response to these questions was quite varied, however, both questions received no response from 40% of the participants who cited their lack of knowledge of all the modules as the reason for such response. The colleges collectively were given the most favorable evaluation while the Student Services module received the most criticism. (For a complete breakdown of the responses, refer to attachment #2, question VI.)

The final questions were included to determine the range of persons with whom the participants had discussed the modular structure. The response varied from the college president to students and community persons. Unit heads and faculty received the most affirmative responses. The outcome of such discussions of the administrative structure was viewed as primarily general discussion of an informative nature, and communication of other people's problems in dealing with the present form of administrative organization.

In general, the interviews, through responses and supplementary comments to the interviewer, illustrated that the reaction of the college community towards the modular administrative structure is favorable. However, many persons felt that the present organization of the modules has created artificial divisions among related units (i.e., Student Affairs). This may be remedied in part with improved communication between the modules or the reassignment of some functions within modules or complete modules. Thus, in conclusion, the prevailing attitude of

the Grand Valley State Colleges community based on the interview responses, is that the past year has been one of adjustments and orientation to the new form of administrative organization with attainment of some of the goals of the reorganization, while the coming year should demonstrate more clearly the effectiveness of the modular organization.

Questionnaire to Administrators and All Colleges Governing Body

Each of the vice presidents of the colleges and the Dean of College Planning directed a memo to all unit heads reporting directly to him. Thirty-five persons were sent the memorandum. Eighteen provided responses. Most of the nonrespondents were under a single vice president. Responsibilities during this time period prevented this large group of nonrespondents from participating. The questionnaire asked the respondent to rate the degree of progress made towards suggested goals, to suggest factors which should be considered in the reassignment of modules, to suggest means of involving unit heads in the reassignment process and to suggest means for assessing the long range effectiveness of the modular administrative structure. Detailed results to the questionnaire may be found in attachment #3.

On six of the nine goals, more people indicate progress was being made than those who saw no progress. The modal response supports the notion that some progress is being made. The three areas in which there was no concensus toward progress centered around deemphasizing the bureaucracy, increasing responsibility at the unit or module level, and reducing artificial separations between functions. The three areas in which the greatest progress is being made includes increasing the orientation towards academic affairs, promoting an institution-wide perspective and increasing the institution's ability to respond to current needs.

The same nine goals were presented to the Executive Committee of the All-Colleges Academic Senate with an additional category of response, "Insufficient Information." Basically, this group of faculty and students indicated either that negative or no progress had been made or that they had insufficient information on which to make a judgment. Generally, the faculty responding indicated a greater degree of progress than students. There was only one instance in which the number indicating progress was greater than the number indicating no progress--the goal of promoting an institution-wide perspective.

It is interesting to note that the findings with regard to progress towards the nine goals are not consistent across the groups surveyed. There is agreement between the administrators and the governing body on progress towards an institution-wide perspective, but agreement ends after this. The biggest difference centers on the simple fact that the governing body feels that it is not knowledgeable enough to respond. While this is somewhat understandable since they are not involved in day-to-day operations, it does indicate that perhaps the administration should work at upgrading their understanding.

Second, there are differences between the governing unit's responses and those who participated in the structured interview. Half this sample were faculty and students. Several factors could have contributed to the differences. The interview question was not identical to the questionnaire item, however, they

were similar enough to expect similar results. More importantly, the interview sample was composed of persons believed knowledgeable about the modular structure in order to facilitate judgments. This fact alone seems to best explain the differences between the two groups.

Third, there were differences between the results obtained from the interview sample and the administrative sample. The three top rated goals for the administrative sample were orientation toward academic affairs, institution-wide perspective and increased flexibility, whereas those in the interview sample noted the most progress towards support of the cluster concept, increased responsibility at the module level, and broadening of administrative experience. There are several factors which could have affected the differences between these two groups also. Once again the questions were not identical. But most importantly, the constituency of the samples were very different. One was completely administrative, the other only half. This difference may have affected the results. Reanalysis of the interview results is planned to explore the possible effect of group affiliation (faculty, student or staff) on responses. The results of this analysis will be forthcoming in the future and may shed some light on the striking differences in the results from the interview and questionnaire study.

A second questionnaire item dealt with factors which should be considered in the reassignment of modules. There was a great deal of variety in the responses given to this question. Noted here are ones which were suggested on more than one occasion.

By far the most common suggestion centers around determining the current effectiveness or functioning level of the module including its administrator and staff, and making changes to facilitate effectiveness. Matching to the special talents of the vice president is sometimes suggested as a means of increasing efficiency and effectiveness.

The second most common suggestion centers on grouping modules in some logical way. Respondents suggest considering commmonalities in module goals and objectives; types of tasks; interrelationship of services or functions; particular "life style"; types of skills, knowledge and attitudes; and the compatibility of modules or mutual relationship among units. While this response is common, it is potentially fraught with the danger of reshaping the administrative structure along more traditional administrative lines.

Rarer responses include consideration of: changes in goals or function; satisfaction of the personnel involved; maintaining flexibility through rotation or limiting time under one vice president; ways to upgrade personnel; and the possibility of creating new modules.

Suggestions regarding the involvement of module or unit head in the reassignment process were usually not very detailed. With only two exceptions there was general agreement that the module and/or unit heads should be consulted about modular changes. One exception suggested that the top administrators publish a preliminary list of changes to which the unit heads would have to respond by a specified time.

Most persons desired direct input to their vice president (none mentioned access to the President) either through written means or personal contact. Some suggested individual meetings; other recommend a group meeting of all unit heads and their chief officer.

Suggested written plans include a process whereby a bill of particulars is issued from the chief officer as to what is right and/or wrong in a particular unit, and then this is discussed. In other cases, the written plan would emanate from the unit head. Contents of plans vary. Most would include suggested changes, reasons for changes, clear module plan of operation, and evaluation of module in terms of its location, duplication of effort, autonomy and its relationship with its administrative officer.

The most elaborate plan encompasses a number of features. First, a set of guidelines would be issued to each module administrator and/or unit head which presented the time frame for the reassignment process, factors which would be taken into consideration, how and when input would take place, and how and when evaluation of the administrative structure would take place. The unit head would then forward suggestions and justifications at the appropriate time, would take part in any evaluation process, would personally discuss suggestions at the discretion of the vice president and finally would receive written feedback.

Very few people actually described the process for a long range evaluation of the effectiveness of the modular administrative structure. In response to the question, their ideas centered on specific features which they felt should be a part of the process. Several persons mentioned that an outside firm, auditor or consultant should be called in to assess the administrative structure. Others suggested that the structure should be evaluated in terms of institution-wide goals primarily determined by the vice presidents, the President and the Dean of College Planning. Institutional goals which were suggested included the caliber of student attracted; effectiveness in educating students; the retention of quality staff; and the quality of service to various publics (students, faculty, staff and public). Input from these publics would be obtained through interviews and/or discussions, attitude surveys and by "keeping one's ear to the ground." The evaluation process is viewed as fairly continuous with cycles occurring over a specified period of time--say every three years. Occasionally, respondents suggested that the effectiveness of the administrative structure hinged primarily on the effectiveness of the vice presidents, President and the Dean of College Planning, and therefore, they should be evaluated. Others suggested that the institution's effectiveness equalled the sum of the module's effectiveness, and consequently offered suggestions about their review.

Summary and Conclusions

The particular achievements of the new modular administrative structure seem to depend to a great degree on the respondents' perspective. Administrators feel that progress has been made in the areas of promoting academic affairs, creating an institution-wide perspective and promoting the institution's ability to respond to current demands. Members of the all-colleges governing unit feel that most progress has been made in promoting an institution-wide perspective. A sample of faculty, staff and students feel that progress is most evident in the areas of

support for the cluster colleges concept, broadening administrative experience, increasing responsibility at the module or unit level, and fostering overall flexibility. This group also felt that the new structure had not fostered the centralization of power or created excessive insecurity in unit heads as the result of the potential for change.

Generally, fewer problems were seen with the administrative structure in contrast to assets. Problems were noted as follows: no reduction in bureaucracy (all samples); no reduction in the number of artificial divisions between units (all samples); no reduction in personal loyalties (interview sample); lack of increased responsibility at the module level (questionnaire sample); and the introduction of a orientation period for new chief officers (interview sample).

The colleges were viewed as the most effective of the modular units. There was no concensus as to which module or unit was least effective. While the results indicate that the modular structure has been discussed often (both in general and with regard to particular problems), the interview sample still feels that more communication is needed to promote increased effectiveness.

With regard to the reassignment process, the interview sample indicated a preference for an annual review, for a meeting of all the module or unit heads with their respective chief officer and for the whole process to last no longer than one month. Questionnaire respondents also felt that unit or module heads should be involved in the reassignment process, however, their suggestions centered more on types of written plans rather than personal meetings. Suggested content for the written plans varied, but generally included proposed modular shifts, reasons for changes, and an evaluation of the current operation of the module. The two most common factors suggested for consideration in the process of modular reassignment were an assessment of the current level of efficiency of the module and grouping by communality in goals and functions.

There was very little detailed input on the type of long range evaluation desired. Ideas from the questionnaire respondents centered on specific features which they felt should be a part of the process. They suggested that overall institutional goals should be considered and/or that the general functioning level of all the unit's and modules should be determined.

Overall, the results of these preliminary studies are encourageing with respect to the effect of the introduction of the modular administrative structure, and provide valuable information on areas to focus attention with respect to improving its functioning, conducting future modular reassignments, and pursuing further evaluative efforts.

Attachment #1

MEMORANDUM

COPIES TO

GRAND VALLEY
STATE COLLEGE

TO	FROM	DATE
All Faculty and Staff	Arend D. Lubbers, President	4/19/73
SUBJECT: Changes in Administrative Personnel and Organization		FILE NO

Last fall I implemented a few changes in central administrative assignments as an interim step toward streamlining the organization of the Grand Valley State Colleges. Today, April 19, the Board of Control unanimously approved further reorganization and executive changes described in this memorandum to take effect on April 23, 1973.

The GVSC administration has always encouraged students and faculty to pursue innovative and flexible academic programs and procedures. Three years ago we adopted a plan which called for the development of an academic cluster and democratic governance within each of the academic units. This plan allowed for growth and development while, at the same time, encouraged diversity and a maximum of involvement by the individual student, faculty, and staff member. We now need an administrative complement to this academic plan. By insuring flexibility in both organizational assignments and relationships, we can prevent our administration from becoming bureaucratic and rigid. I have talked with several people over the last few months about various organizational alternatives and I believe this new plan, although non-traditional, will encompass the best features of other organizational models.

Administrative affairs will be divided into functional, self-contained units called modules (see attached organization table). Many of these modules will contain units and functions which have been historically organized together and some of them will include units that are being grouped together for the first time because of the need for better coordination. Each module will eventually have a head, who will be called an administrator. These administrators will have the responsibility for the management of the units and functions contained within their module. The appointments of module administrators will be announced at a later date.

The new administrative plan also creates different roles for the executive officers of the institution. The historical division of college activities into divisions (student affairs, academic affairs, business affairs, and college relations) tends

to create artificial divisions between executuve officers who should share a concern for the total institution and its problems. One of the most undesirable effects of these artificial separations has been upon academic affairs, which in traditional collegiate organizations has also become a division. Instead, academic affairs should be everyone's primary concern. In order to insure that executive responsibility is institution-wide, staff divisions with vice presidents will be eliminated. In their place, four new positions called Vice President of the Colleges are being created. Appointed to fill these positions are Arthur Hills, formerly Vice President for Administration; Glenn Niemeyer, formerly Dean of the College of Arts and Sciences; Ronald Van Steeland, formerly Business Manager; and Bruce Loessin, formerly Executive Assistant to the President.

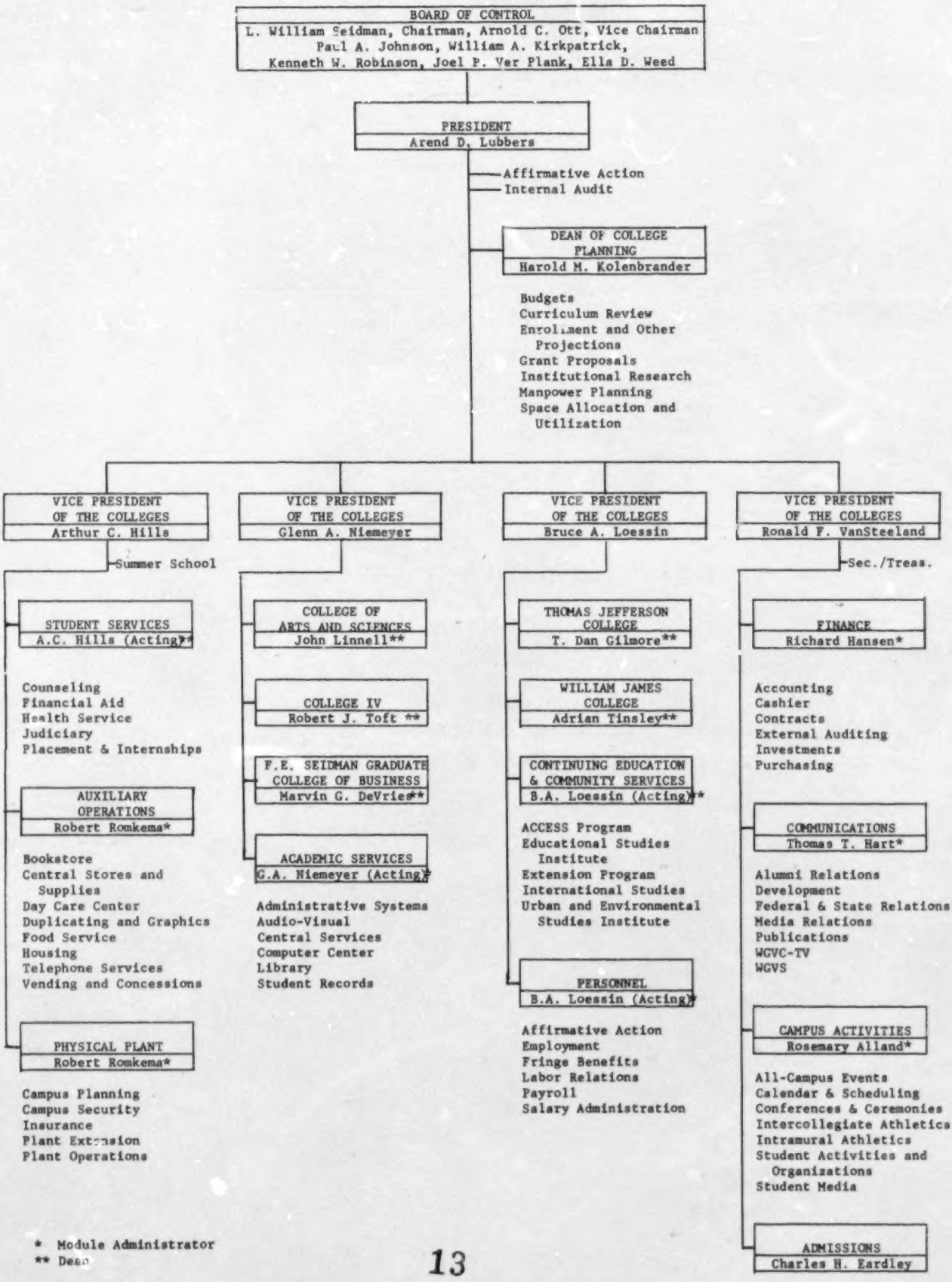
One of the most significant aspects of this new administrative structure centers around the College Planning Module which will continue to be headed by Harold Kolenbrander, whose title has been changed from Dean of Academic Planning to Dean of College Planning. This office is being expanded significantly to insure coordination of research, academic, and administrative activities. The attached organization table outlines the continuing and new functions assigned to that office. The Vice Presidents, Academic Deans, and Module Administrators will work very closely with this office.

In this organizational plan each of the Vice Presidents of the Colleges will have several academic units and/or administrative modules reporting to him. At first the academic units will be assigned to two of the Vice Presidents and administrative modules will be assigned to all four of them. These assignments, however, will be reviewed at least annually and we should expect to see changes from time to time. In this plan, the executive officers can be assigned to the tasks that they do best; the flexibility allows the central administration to respond more quickly to changing situations, both on and off campus. Changes in assignment, because they are expected from time to time, can occur more easily. Thus, the chances of making mistakes in a growing, constantly changing institution are minimized. The modular approach should also encourage more accountability in that the Admonistrator of each module is completely responsible for the functions under his supervision. Because the Administrator may be responsible to a different Vice President at a future time, his or her position rests on continued high performance rather than personal associations or seniority.

Clearly this new administrative structure will affect many aspects of our present governance structure, particularly in terms of the relationship between the academic units. Committees, representative bodies, and most organizational procedures will have to be reconsidered and modified. In that regard, this memorandum is intended only to establish a direction for that discussion. The many decisions and plans that will follow must be worked out within each functional unit in the college and between these units and their new executive officers.

I sincerely hope that this flexibile leadership pattern will complement our academic style and will better serve the needs of the faculty and students on our campus. No leadership style, however, will work without the support, cooperation, and involvement of all of the members of the campus community. I ask you to join with us in making this new administrative approach an exciting and successful adventure.

GRAND VALLEY STATE COLLEGES
January 1, 1974



* Module Administrator
** Dean

Attachment #2

I. Which of the following stat ments best characterizes the primary accomplishment of the introduction of the modular administrative structure at GVSC?

Response:	
It promotes flexibility	8
It places more responsibility on middle management	9
It promotes the view that academic affairs is the primary concern of GVSC	3
It compliments the uniqueness of our cluster college	8
It encourages an institution-wide concern by all administrators	3
Other - all of the above	2

It caused resentment of academic community because of the method of introduction and high degree of centralization

Alienation of the President from operations of the colleges

It brought less flexibility, less responsibility on middle management

II. At the time of its implementation, several advantages of the modular administrative structure were presented. In your opinion, which two of the following advantages have been most evident and which two have been least evident?

Response: MOST EVIDENT	First Choice	Second Choice	Total
Supportive of the cluster college concept	10	1	11
Oriented more towards academic affairs	1	0	1
Promotes an institution-wide view	3	7	10
Deemphasizes bureaucracy	0	0	0
Increases responsibility at unit or module levels	6	8	14
Decreases personal administrative loyalties	1	3	4
Reduces artificial separations between functions	1	1	2
Increases ability to respond to current needs (flexibility)	6	4	10
Increases effectiveness of overall administrative structure	0	1	1
Broadens the experience of top administrators	7	4	11
Module assignment reflects the knowledge and siklls of the administrators	0	3	3
Other	0	0	0

Response: LEAST EVIDENT	First Choice	Second Choice	Total
Supportive of the cluster college concept	1	4	5
Oriented more towards academic affairs	3	1	4
Promotes an institution-wide view	1	0	1
Deemphasized bureaucracy	15	8	23
Increases responsibility at unit or module levels	3	2	5
Decreases personal administrative loyalties	0	8	8
Reduces artificial separations between functions	0	3	3
Increases ability to respond to current needs (flexibility)	1	3	4
Increases effectiveness of overall administrative structure	3	4	7
Broadens the experience of top administrators	1	1	2
Module assignment reflects the knowledge and skills of the administrators	4	1	5
Other	0	0	0

III. Also at the time of its implementation, several disadvantages were discussed. Of the given disadvantages, which two have been avoided and which two are most evident in your opinion?

Response: EVIDENT	First Choice	Second Choice	Total
Creates conflicts between/among modules and administrators	3	0	3
Creates artificial divisions among related units	6	7	13
Creates problems in coordinating academic and auxiliary affairs	4	5	9
Creates "orientation periods" for reassigned administrators requiring additional time and effort	6	2	8
Creates the constant need to make organizational changes familiar to the college community	3	3	6
Creates confusion because modular organization differs from traditional organizational patterns	2	4	6
Creates unit head insecurity since possibility of change always exists	1	0	1
Creates a lack of understanding of the organizational structure by community persons and scholars	4	5	9
Encourages a centralization of power--discourages democracy	3	5	8
Other - Downgrades, demoralizes college cluster concept and removes the president from operations of the colleges	1	0	1

Response: AVOIDED	First Choice	Second Choice	Total
Creates conflicts between/among modules and administrators	6	1	7
Creates artificial divisions among related units	3	3	6
Creates problems in coordinating academic and auxiliary affairs	3	2	5
Creates "orientation periods" for reassigned administrators requiring additional time and effort	0	4	4
Creates the constant need to make organizational changes familiar to the college community	2	5	7
Creates confusion because modular organization differs from traditional organizational patterns	4	2	6
Creates unit head insecurity since possibility of change always exists	4	9	13
Creates a lack of understanding of the organizational structure by community persons and scholars	5	2	7
Encourages a centralization of power--discourages democracy	6	5	11
Other	0	0	0

IV. Do you have any suggestions which would promote increased effectiveness and/or efficiency in the administrative structure?

Response:	Number
More communication and coordination vertically and horizontally between and among modules	13
Additional clearer explanation of modular organization (the functions and responsibilities of each module/unit)	6
More personal contact and involvement between the units and modules (especially colleges) and the vice presidents (through, e.g., periodic meetings as well as informal contact)	6
Closer contact between the President and the colleges (including written communication)	3
More autonomy and decision making power should be given to unit heads	2
Base all modular reassignments on the combination of related functions of modules	2
Clearly define relationship of deans and vice presidents	1
Clearly define relationship of deans and module administrators	1
Fill all vacant modular administrative positions	1
Reduce number of persons who report to one vice president	1
Reduce workload/responsibility of Planning Module	1
Middle management training program should be implemented	1
Formalized means of obtaining input of faculty/staff in policy planning	1
Create dean's "slush fund" as a regular part of budget for misc.	1
Reduce overall number of administrators at GVSC	1
Assignment of one person responsible for federal funded programs	1
President should reconsider vice president appointment criteria - need administrative background	1
Fewer Committee decisions/more made by individuals	1
Need for "student advocate" in higher administration	1
Formalize Student Life Committee	1
Include administrative structure and explanation in student orientation or regular class	1

No Response: 2

V. Do you have any suggestions regarding how modular reassignment should be handled (i.e., the involvement of the module and/or unit heads)?

Response:		
A. Frequency -	open	2
	annually	17
	biannually	6
	other: triannually	7
	5-10 year long range plan of rotation	1

B. Mechanics or process - 1) module and unit heads submit recommendations for changes to the vice presidents 4
2) meeting of all modular heads with vice presidents 3
3) meeting of all modular and unit heads with vice presidents 14
4) other: combination of 1) & 2) 1
combination of 1) & 3) 9
meeting of modular head with vice presidents & president 1
meeting of president & vice president with module/unit input 1

C. Time Span - four weeks 10
six weeks 5
other: 3-17 months 8
2-4 weeks 4
Dependent upon extent of changes 3

Comments: If review shows no need for change, a randomly chosen change should occur.

VI. Regarding possible modular reassignment:
What module change would you recommend and why?

No change 8
No response 10
Admissions, Records, Registrar, Financial Aids under one vice president 5
Student Services & all/some Campus Activities under one vice president 2
Spread colleges among four vice presidents 3
College IV and Continuing Education under one vice president 1
Remove colleges from module/unit organization 1
Housing and Bookstore under one vice president 1
Personnel and Finance under one vice president 1
Interchange College IV and William James College 1
Personnel moved to Planning Module 1
Library own module 1
Admissions and Publications in one module 1
Graphics moved to Communication module 1
Summer school moved to Academic vice president's module 1
Student Activities and organizations in own module 1
Educational Studies and College of Arts & Sciences under same vice president 1

What module is working most effectively in your opinion? Why?

No Response	15
Colleges	6
Plant Operations	4
Auxiliary Operations	3
Loessin modules	3
College of Arts & Sciences	2
Thomas Jefferson College	1
William James College	1
College IV	2
Seidman Graduate College of Business	2
College Planning	1
Campus Activities	1
Summer School	1
Educational Studies Institute (unit)	1
Continuing Education	2
All	1

What module is working least effectively in your opinion? Why?

No response	15
Modules:	
Student Services (except financial aids)	9
Academic Services	4
Admissions	4
Finance	1
Communications (except Federal/State Development)	1
Personnel	1
Continuing Education	1
Auxiliary Operations	2
Niemeyer modules (CAS)	1
Units:	
Bookstore	2
Educational Studies Institute	2
Administrative Systems	1
Counseling	3
Health Service	1
Judiciary	1
Placement	1
General Academic Program	1
Intercollegiate Athletics	1
Audio-Visual	2
Records	4
Food Service	1

VII. Have you discussed the modular structure with any of the following:

Response:	
the president	6
the vice president to whom you report	19
other vice presidents	8
other module heads	19
other unit heads	23
faculty	21
students	18
other: media, community, consultants, higher education personnel and staff	13

VIII. What was the outcome of these discussions?

Response:	
no response	1
general discussion	27
communication of others problems	10

Attachment #3

COPIES TO:

GRAND VALLEY STATE COLLEGES

COLLEGE OF ARTS & SCIENCES | THOMAS M. JEFFERSON COLLEGE | WILLIAM JAMES COLLEGE | COLLEGE IV | F. E. SEIDMAN GRADUATE COLLEGE OF BUSINESS

MEMORANDUM —

TO:	FROM:	DATE: 3-29-74
SUBJECT: Possible modular reassignments		FILE NO:

Earlier each of you were asked to make suggestions to either me or the President with regard to possible modular reassignment this year. I hope you will do this if you haven't already.

In addition to considering reassignments, the President and Vice Presidents are concerned about the effectiveness of the modular administrative structure in general. To that end we are taking two steps.

First, we have commissioned a person to conduct a structured interview (about six questions) with about 42 people (students, faculty and staff) on campus. This person will be working with the Office of Institutional Research. The sample will include one or two module administrators under each Vice President and two unit heads (e.g., the director of the library). If you are to be interviewed, you will be contacted by April 5th with an interview appointment being scheduled for the weeks of April 8-12 or 15-19. Please allow one hour of time, although it probably will not take that long.

Second, since not all unit heads and module administrators will be contacted in stage one, we would like some input now from you with regard to the modular format. Please draft a response to the following questions and return it to me by April 12th.

I. What factors should be considered in the reassignment of modules?

II. Please make any suggestions or recommendations about how module or unit heads should be involved in the reassignment process.

III. Please make any suggestions about how we should conduct an ongoing long range evaluation of the effectiveness of the modular administrative structure.

IV. Please assess our progress towards the following objectives of the modular administrative structure. Check one for each statement.

	No Progress that I Can Tell	Some Progress	Great Deal of Progress
a. More supportive to fostering cluster colleges	_____	_____	_____
b. More oriented towards academic affairs	_____	_____	_____
c. Promote institution-wide view	_____	_____	_____
d. Deemphasize bureaucracy	_____	_____	_____
e. Increase responsibility at unit or module level	_____	_____	_____
f. Decrease personal administrative loyalties	_____	_____	_____
g. Reduce artificial separations between functions (e.g., academic and student affairs)	_____	_____	_____
h. Increase ability to respond to current needs	_____	_____	_____
i. Increase effectiveness of overall administrative structure	_____	_____	_____

Thank you for your input. Information from each stage will be used to both provide information to the accreditation team on the current status of our modular structure and to the development of an effective process for evaluating and modifying the organizational structure.

_____
(Signature)

_____
(Unit)

Responses to Questions Regarding Modular Reassignments

Question I. What factors should be considered in the reassignment of modules?

Responses of Administrative Staff

"The original intent of the modular system was to insure flexibility in assignments and relationships. I believe these same factors should be considered in any reassignment of modules."

"1. Is the module effective where it is now; is it a logical assignment.
2. Would a change make it more effective.
3. Are the personnel involved in the module happy where they are currently assigned, or would a change to another module produce a happier working arrangement. (it is a fact often overlooked that productivity is directly related to personnel satisfaction. Satisfaction meaning in this case, successful job accomplishments or productive fulfillment.
4. If the administrative module approach is likened to that of the module approach in electronics, some comparisons are readily discernible.

"In a relatively simplistic comparison, each module in a TV set serves a specific function. It can be unplugged for easy repair (its main advantage), but it cannot interchange with other modules in other parts of the set. If this is attempted, it will not function properly for each module serves a specific, highly specialized function. An attempt to develop modules which are all alike, would be highly costly, as each module would have to perform too many diverse functions well.

"I believe this is also true of the administrative module approach. If one can perfect each module, have it at high efficiency and specialization, then the system can work effectively. Each module contributes to the whole.

"Interchangeability of administrators, even though it is a new approach now being attempted in industry, I feel is not as important as administrative competence in a specific area of endeavor.

"This also fits well with the cluster college concept. Each college specializes in a specific approach to higher education, and serves a specific need. The flexibility within the institution for varying choices on the part of the student is available within one institution, and each college contributes to the whole institution by serving a specific function. The natural competition between units and colleges is, of course, healthy and can contribute to progressiveness."

"A. Wherever possible, we should operate by the principle of management by objectives.

"B. Reassignment should be considered after a comparison of the objectives of several modules. We should look for commonality among them and use this as a basis for restructuring or reassignment.

"C. There are natural areas of overlap among modules, and these might well be grouped under a particular vice president.

"D. When module reassignment is considered, it should be done at least 90% for efficient operation of the institution, and only 10% for re-education of the particular vice president."

"1. The 'fit' of a unit into a module with respect to commonality of task.
2. Competance of the module administrator in the area covered by the given unit."

"1. How well the module is presently functioning.
2. Capabilities of the vice-president presently responsible for administering the module."

"1. Relationship of inter-unit functions
2. Objectives of module/colleges
3. Degree of accomplishments of goals in 73-74
4. Effectiveness to campus as a functional unit"

"A. The goals and objectives of the unit
B. The inter-relationship of the services provided"

"1. How well the assignment permits the module to function in tandem with the other academic and administrative units it must work with
2. How well the assignment 'shapes up' the module in question"

"A. Life style of the educational tasks found within the module.
B. Basic skills, knowledges and attitudes that are unique to that unit.
C. Sub-Publics that are involved.
D. State requirements as well as those of the local colleges.
E. Purpose and philosophy of education appropriate to the respective unit.
F. Compatibility of the various modules.
G. Competencies of the staff found within the unit.
H. Dependability or mutual relationship that exist among the units."

"A. That all modules are compatible in philosophy and goals.
B. That the administrative officer over the modules offers full support to those modules.
C. That the administrative officer keeps abreast of all modules he/she is responsible for."

"Special talents of the vice presidents; unsuccessful modules, e.g., publications should be reassigned; personalities of the vice presidents and module head compatibility."

"Module reassignments should be made on the same basis of any other organizational change. The factors involved are:
A. Achievement or non-achievement of existing goals.
B. Changes in function of a module.
C. Suitability of fit with
1. Vice president
2. Module Administrator
3. Other functions.
D. Previous assignments-functions which have previously been under a particular vice president should not be returned for the coming year at least.
E. The strength of the module and the module administrator."

"a. How long the module has been under its current Vice President.
b. Whether module should proceed on current course or not.
c. Whether module functioning could be promoted by:
1. Reporting to another Vice President.
2. Strategic placement with a particular group of modules.
d. Possible re-structuring within a module:
1. Moving officers to another module.
2. Creating module from an office or offices,
e. Possible grouping to allow for upgrading of personnel.
f. Staff evaluations of administrators."

"Too many to mention here and I don't have the time right now to write a paper."

Question II. Please make any suggestions or recommendations about how module or unit heads should be involved in the reassignment process.

Responses of Administrative Staff

"The unit heads should be involved as little as possible in the reassignment to discourage individual loyalties and encourage more total cooperation."

"All module and unit heads involved, or effected, directly or indirectly in reassignment, I feel, should be thoroughly consulted on their desires and viewpoints. If a module or unit head does not want reassignment, it could be highly detrimental to his or her, and thus the institution's, optimum functioning by making changes for changes sake, and against the will of the parties involved. The most effective module leader or unit head is one whose 'company' moral is high, and if he or she feels the Colleges is concerned about their administrative welfare, it stands to reason that that attitude will pay off for the Colleges. It is a team effort that makes an institution successful.

"In the same vein, the cluster concept, as well as the module concept, if properly implemented, provides for healthy competition which is at the core of our democratic society. That competition must be healthy in order to be constructive and not deter progress. There is often a fine line between constructive competition and destructive competition. It is therefore important to consider all ramifications carefully: morale (these are people we are talking about, not machines), budget, who the module serves, how it serves the objectives of the Colleges, etc."

"A. These administrators should have direct input to the vice president. This input should carry a great deal of weight.

B. Each unit head should analyze his or her module and develop a plan for its operation.

C. The vice president in charge should offer a bill of particulars to the module administrator outlining what is right and what is wrong with the present structure and organization.

D. The module administrator should have an opportunity to discuss the bill of particulars before any decision regarding changes in either module structure or placement are seriously considered."

"1. Unit head should certainly be consulted about any possible shift before the decision is made.
2. The avenue for the unit head himself suggesting such a shift should be clear."

"Allow module and unit heads as a group to openly evaluate the modular administrative structure each year and make formal recommendations."

"1. Personal interview with unit head to determine the functions of unit
2. Survey the needs of each unit head to determine if sufficient support is currently being generated from present module or would it be better from another module, specifically in regards to:
a. Location
b. Function
c. Duplication of effort/cost
d. Responsibility to Supervising Officer
e. Unit autonomy"

"Both module and unit heads should be involved, first by communicating their concerns to their individual Vice President and second by having a meeting of all Unit Heads and Module Administrators with the Vice President to discuss their concerns."

"It's my recommendation that all unit heads involved in the reassignment process should be included in the decisionmaking activities."

"That the unit heads feel there is full support from the administrative officer for his/her unit before the reassignment is made."

"Preliminary suggestions and review should be made by the vice presidents and deans - published with deadlines for response."

"Each module or unit head should be asked to suggest to respond to the following:
A. Should the module (unit) you are responsible for be organizationally moved to another vice president (module)?
B. If the answer is yes, state the reasons why you feel this should be done. (Use empirical data if available.)
C. If the answer is no, state the reasons why you feel it should not be. (Use empirical data if available.)
D. Are there alternative organizational patterns which you feel would enable you to achieve the goals of your module (unit) with or without reassignment?"

"A. Unit heads should have written guidelines which outline:
1. The time frame within which adjustments are to be made.
2. What factors will be considered in the process of making adjustments.
3. How and when their input to the process takes place.
4. Their part in the evaluation of the modular structure.

B. Unit heads could be required to forward suggestions for changes in writing to their Vice President and the President along with their justifications for the change.

C. Unit heads should be asked to evaluate the modular structure periodically.

D. After written recommendations are in and have been considered, personal feedback on their suggestion."

"Through their Vice President."

Question III. Please make any suggestions about how we should conduct an on-going long range evaluation of the effectiveness of the modular administrative structure.

Responses of Administrative Staff

"Grand Valley will be judged by the number and caliber of students we attract and how well we educate them. The effectiveness of the modular administration should be judged on how well we are doing the job. My only personal criticism is that there seems to be a greater lack of communication now. This may, however, be due to factors other than the module system."

"The long-range evaluation of the effectiveness of the module administrative structure must be based on the overall efficiency and effectiveness of the institution. If one takes the synergistic approach to module administration, then the sum of all the modules contribute to the whole of the institution, and its health and welfare. The module administrative structure's contribution to the development of the institution in accomplishing its goals, that of serving its publics in the best possible and most efficient way, will automatically become apparent by an evaluation system that asks our students, the faculty, staff, and the public for feedback on a pre-scheduled basis."

"A. At the level of the vice presidents an operating plan should be developed, complete with objectives for the entire structure. A rationale for the present placement of modules should be developed and discussed with the module administrators.

B. Each module should have its own plan of operation, and these should be reviewed periodically, both by the module administrator and his or her vice president, and by the range of vice presidents.

C. The vice president in charge of the module should feel responsible for helping the module administrator achieve the goals which are set for that module. In a sense, this becomes a measure of the effectiveness of the vice president. There needs to be an orderly path for feedback information from the module administrator to the vice president regarding the vice president's effectiveness."

"Allow module and unit heads as a group to openly evaluate the modular administrative structure each year and make formal recommendations."

"1. Continuous evaluation, internal as well as outside individuals.
2. Auditor evaluation of productivity as it relates to stated objectives and approved policies.
3. Develop appropriate research questionnaires or surveys to determine the effort on all constituents of the campus.
4. Hire outside firm to study effectiveness of modular system after three years of operation."

"I feel any study of the structure to be very difficult to do. Should study effectiveness of administrators - any structure will work if you have effective administrators."

"Hold periodical sessions to discuss the modular administrative structure with the personnel involved. Supplement the discussions with structured interviews as a fact finding technique."

"A. Evaluation should be on-going.
B. Re-evaluation and reassignments should be considered every three years.
C. Input of unit head faculty and students within each module be considered in the evaluation."

"One real problem as I see it is a general down grading of human factors in organizational design - lots more attention should be paid to matching 'compatable personalities.' There are two questions: a)how job is done and b)how do people feel about process involved."

"Evaluation of the effectiveness of this administrative structure should be the primary responsibility of the Vice Presidents, the Dean of College Planning, using the institutional research capability, and the President. The following factors should be considered:

A. The achievement of the goals of organization.
B. The effectiveness of each module.
C. The ability to attract and retain qualified professionals in all positions.
D. The perception of external bodies or organizations.
   1. Board of Control
   2. Legislature
   3. North Central Accreditation teams, etc.
   4. The community
E. Evaluations by management specialists.
F. Attitudinal surveys of college faculty, staff, students.
G. The ability to attract and retain qualified students."

"By the aforementioned process (in the memo) and by the old 'ear to the ground' method."

Question IV.
Please assess our progress towards the following objectives of the modular administrative structure. Check one for each statement

Responses of Administrative Staff

	No Progress that I Can Tell*	Some Progress	Great Deal of Progress	Total Progress
a. More supportive to fostering cluster colleges	4	5	3	8
b. More oriented towards academic affairs	4	8	2	10
c. Promote institution-wide view	4	6	4	10
d. Deemphasize bureaucracy	7	5	2	7
e. Increase responsibility at unit or module level	5	4	3	7
f. Decrease personal administrative loyalties	4	4	5	9
g. Reduce artificial separations between functions (e.g., academic and student affairs)	8	5	2	7
h. Increase ability to respond to current needs	2	7	3	10
i. Increase effectiveness of overall administrative structure	5	7	2	9

*Responses which indicated a negative effect or negative progress were put in this column.

April 1974

The following questions were prepared to evaluate the effectiveness of the administratave reorganization which occurred last spring. Please respond to each statement. Check the "Insufficient Information" column if that is the most appropriate response for you.

Also, please indicate at the bottom of this form whether you are a student or a faculty member.

Responses of All-Colleges Governing Body
(Students/Faculty)

	Insufficient Information	No Progress that I Can Tell*	Some Progress	Great Deal of Progress	Total Progress
a. More supportive to fostering cluster colleges	0/3	3/3	0/1		1
b. More oriented towards academic affairs	0/3	3/1	0/1	0/1	2
c. Promote institution-wide view	0/2	1/0	2/4	0/1	7
d. Deemphasize bureaucracy	1/2	2/5			0
e. Increase responsibility at unit or module level	2/5	1/1	0/1		1
f. Decrease personal administrative loyalties	0/6	2/0	1/1		2
g. Reduce artificial separations between functions (e.g., academic and student affairs)	0/3	3/1	0/3		3
h. Increase ability to respond to current needs	0/4	2/1	0/1	0/1	2
i. Increase effectiveness of overall administrative structure	0/4	1/1		0/2	2

Circle one: Student Faculty

*Responses which indicated a negative effect or negative progress were put in this column.